

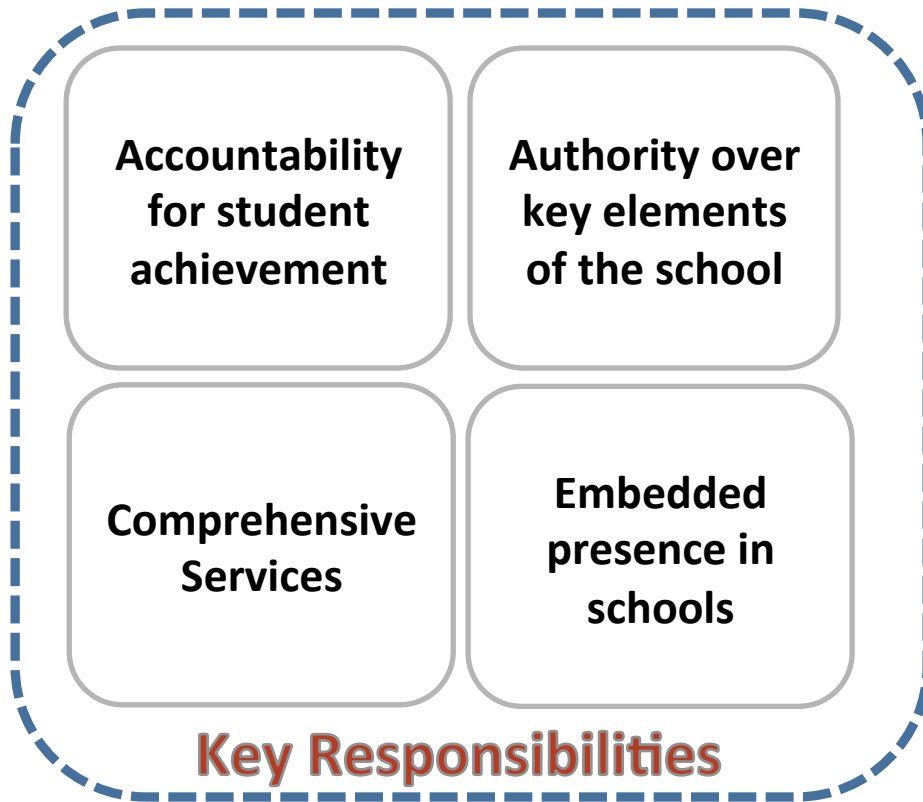


Evansville Vanderburgh School Corporation Mass Insight Education

*SBOE Committee for School Turnarounds
October 22, 2014*

The Lead Partner Model

Embedded independent organization charged with turning around a cluster of low-performing public schools



Our Indiana Context

Lead Partner Requirements:

Implement instructional, programmatic, and/or structural supports that result in improved student performance.

Meet agreed upon performance criteria and acceptance of the consequences for failing to do so.

Provide ongoing performance data, including both leading and lagging indicators of success and failure.

Establish a contract with the LEA. ... The specific autonomies provided to the Lead Partner must be agreed to by the LEA and described in the contract developed by the LEA and the Lead Partner and approved by IDOE prior to acceptance.

Focus on one or more agreed upon target areas (e.g., evaluation, curriculum and instruction, leadership) based on the identified needs of the school(s).

Provide consistent and intense on-site support.

Ensuring the support provided is strategically aligned with school-wide initiatives and designed for long-term viability and sustainability.

Participating in data collection, evaluation, and reporting activities as specified by the SBOE and IDOE. Accountability indicators may include data such as number of discipline incidents or teacher attendance rates.

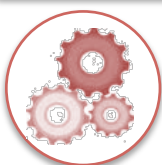
The Internal Lead Partner

Although complex in implementation, the internal lead partner model makes sense.

1 Although external lead partners have proven successful in some school districts, they are not likely to expand outside of their existing regions.

2 ILPs are not an extra expense but rather a more efficient and school-centric expenditure of central office resources.

3 Only districts (or internal lead partners) hold the possibility of encompassing ALL of the competencies and experiences necessary for turnaround work.



Management
Operations



School
Design



District
Relations



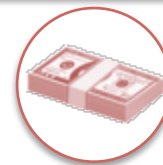
Talent
Development



Community
Engagement



Turnaround
Experience



Capital to Scale

Well Positioned School Corporation

CONDITIONS

- ① Collaborative relationship with teachers' association
- ② Equity Framework (CBA)
- ③ Leadership willing to take on school and process reform
- ④ Integration of key business systems including data warehouse

CAPACITY

- ① Data-driven culture and management
- ② Performance Management
- ③ School improvement planning (HPPH)

CLUSTERING

- ① Feeder districts are vertically aligned

Year 3

Year 2

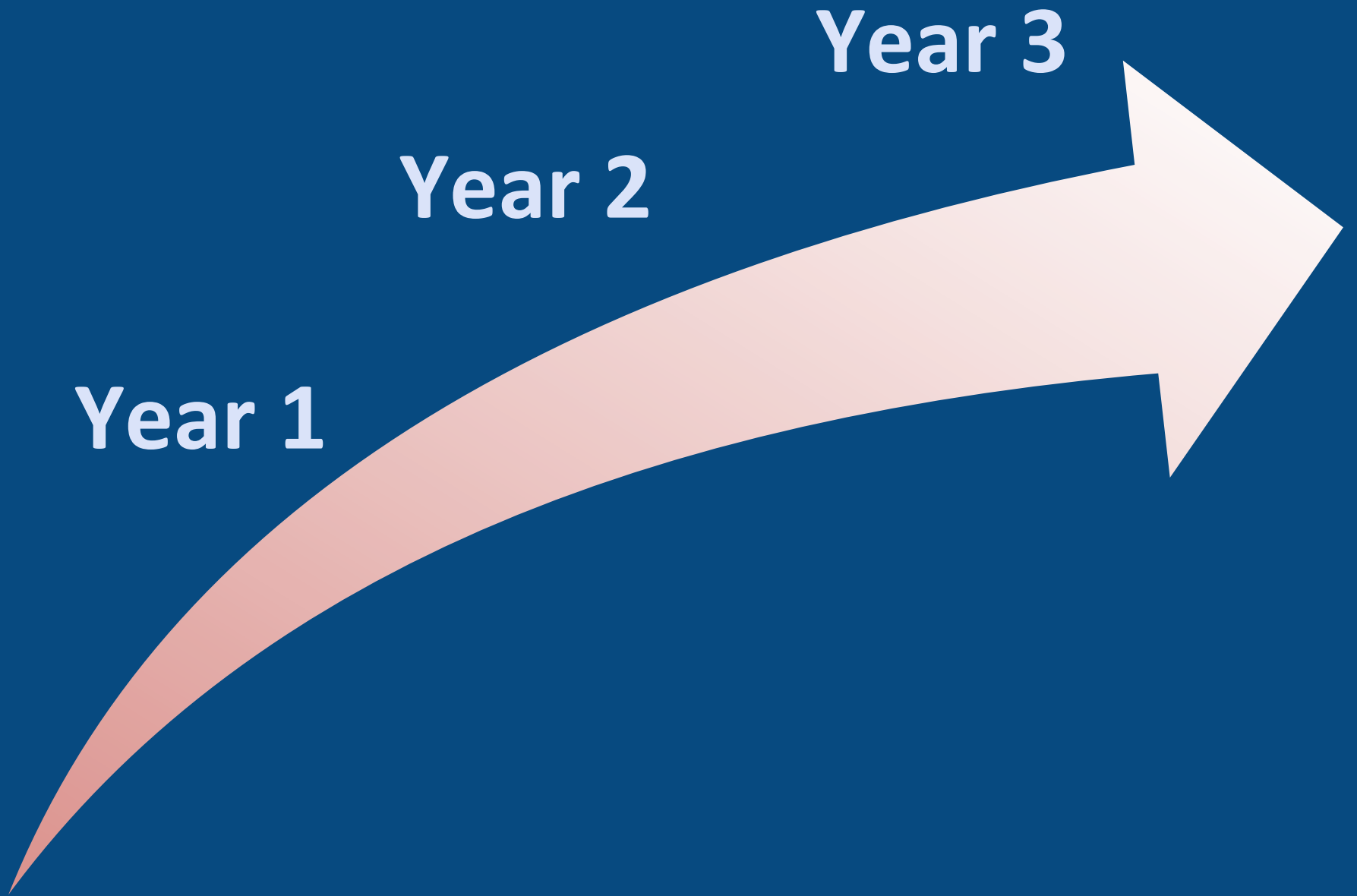
Year 1

4

2014-15

2012-13

Five Year
Strategy



Year 1

Year 2

Year 3

Year 3

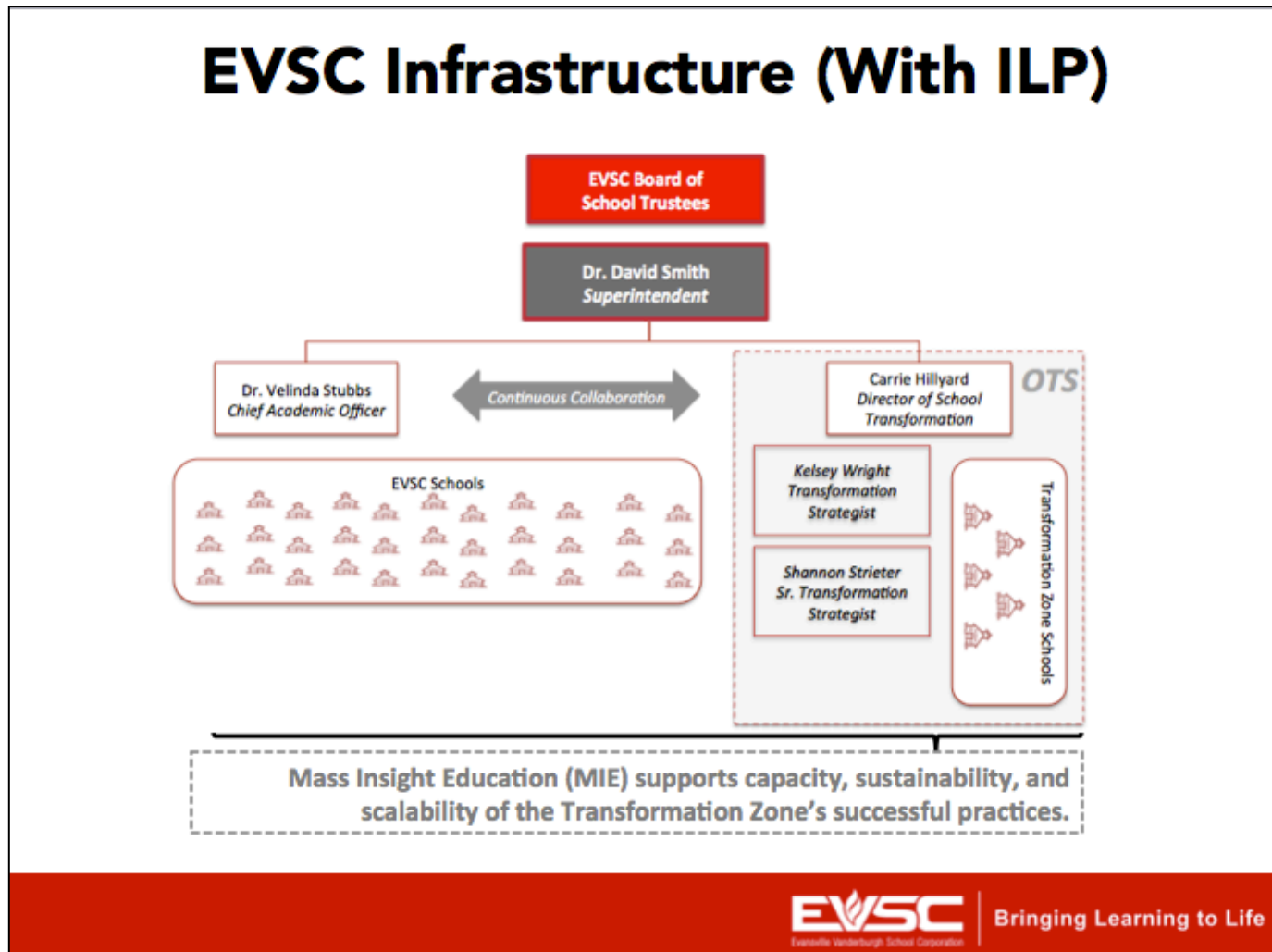
Year 2

Year 1



There is not one other district that we work with right now that is progressing at the rate of reform as the EVSC in the implementation of this strategy.

EVSC Organizational Structure (With OTS Addition)



OTS Got to Work

EVSC Performance Contract	
Employee Name:	Carrie Hillyard
Department:	Office of Transformational Support
Title:	Director of School Transformation
Direct Supervisor:	Dr. David Smith
Performance Contract Period:	August 1, 2013 – August 1, 2014
<p>Senior professionals in the Evansville Vanderburgh School Corporation (EVSC) are accountable for supporting department-wide and district-wide strategic plans, missions, and organizational milestones. This contract identifies critical job elements and established performance requirements for each element. It also expressly outlines the obligations of the EVSC. As described below, senior professionals will be appraised on critical elements in two categories: 1) jointly established functional metrics which includes responsibilities shared by all senior employees, and 2) position-specific elements, which are specific to individual employees and are linked to organizational goals and milestones. Each employee's performance must be appraised against these performance requirements (set at the beginning of each appraisal period).</p>	
Part I: Consultation	
<p>The signature below certify that the supervisor has developed the performance contract in consultation with the employee, discussed the contract with the employee, reviewed the operating conditions, and provided examples of behaviors that would/would not meet performance standards. The discussion occurs at the beginning of the performance rating period. The employee is given a copy of the contract.</p>	
Employee Signature:	Date:
Supervisor's Signature:	Date:
Part II: Progress Review (October)	
Employee Signature:	Date:
Supervisor's Signature:	Date:
Part II: Progress Review (January)	
Employee Signature:	Date:
Supervisor Signature:	Date:
Part III: Annual Summary Rating	
<input type="checkbox"/> Ineffective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective	
Supervisor's Signature:	Date:
<p>This evaluation has been discussed with me, and I have been given a copy.</p>	
Employee Signature:	Date:

- Performance Contract
- Staff Recommitment
- Approval and change to school schedules
- Alignment of school budgets to school plans
- Accountability and support of principals
- Physical offices in schools

OTS Got to Work



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- Accountability and support of principals
- **Physical offices in schools**

The Exponential Factor: Sustainability and Scalability

EVSC has demonstrated the **mutual enthusiasm necessary to ensure that the initiatives and reforms that we put into place in the Zone can be used across the district.** They are also **changing practices, processes, and systems** to ensure sustainable and maximize impact.



Curriculum reform



Competency-based selection



Performance monitoring



Walkthroughs to monitor fidelity




Rethinking central office support

Mandatory and Voluntary Actions

**Mandatory
Policies**



**Voluntary
Incentives**



***“What you do is simply proof
of what you believe.”***